

MontCAS Criterion-Referenced Test-Alternate (CRT-Alt) Student Report 2011

Letter from Superintendent

Dear Parents/Guardians:

The Montana Comprehensive Assessment System (MontCAS) Criterion-Referenced Test-Alternate (CRT-Alternate) is the state's measure of student performance on the state content standards, which establish goals for wł students should know and be able to do.

Students in grades 3-8 and 10 in Reading and Math and in grades 4, 8, and 1 in Science take the CRT or CRT-Alternate each year. Your student participated the CRT-Alternate Assessment. The CRT-Alternate measures your student's performance based on alternate achievement standards. The CRT-Alternate is aligned with the Montana state standards for Reading, Mathematics, and Scienc Test results are based on teacher observations of your student's performance on specifically designated test items.

This report shows how your student performed on the March 2011 CRT-Alternate. The results of this standards-based assessment are reported in for performance levels: Advanced, Proficient, Nearing Proficiency, and Novice. WI some students may not yet meet the standards, keep in mind that the standards a rigorous and challenging. Our long-term goal is for all students to achieve these standards so that Montana youth will be among the best educated in the world. Staff at your school will be able to provide further information about your studel performance on the CRT-Alternate.

The CRT-Alternate is only one measure of student performance and should viewed in the context of the student's local programs and other measures. The CRT-Alternate is required by the No Child Left Behind Act and is part of an ongoing statewide educational improvement process. I encourage you to contact

Sincerely,

Denise Juneau

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Montana Superintendent of Public Instruction Montana Office of Public Instruction

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http://www.opi.mt.gov

What can you do to help your student?

It is important to support your student in his or her studies now and throughout his or her future education.

Here are some tips for supporting your student in the completion of his or her schoolwork:

- Have regular discussions with your student's teacher(s) to see what you can do at home to support your student's work in school, such as making sure homework is done.
- Discuss with your student the subjects in which he or she needs improvement. Talk about whether there has been a noticeable improvement. If not, find out why.
- Ask your student to explain what he or she is studying. These
 conversations help you to follow your student's progress and
 help your student to remember what he or she has learned.
- Make sure your student gets enough rest, eats properly, and arrives at school on time every day. Send your student to school prepared to learn.

What is the MontCAS Criterion-Referenced Test-Alternate (CRT-Alt)?

The Montana Comprehensive Assessment System (MontCAS) Criterion-Referenced Test-Alternate (CRT-Alt) is the state's measure of student performance on the state content standards, which establish goals for what all students should know and be able to do.

Students in grades 3-8 and 10 in Math and Reading and in grades 4, 8, and 10 in Science take the CRT or the CRT-Alt each year. Your student participated in the CRT-Alt. The CRT-Alt measures your student's performance based on alternate achievement standards. The CRT-Alt is aligned with the Montana state standards for Mathematics, Reading, and Science. Test results are based on teacher observations of your student's performance on specifically designed test items.

Who takes the CRT-Alt?

How a student with disabilities will participate in the state's accountability system is decided by the student's Individualized Education Program (IEP) team. Only students considered to have a significant cognitive disability are eligible to take the alternate assessment. IEP teams are informed that the decision to have a student participate in the CRT-Alt may not be based on excessive or extended absence; disability category; social, cultural, or economic factors; the amount of time receiving special education services; or academic achievement significantly lower than his or her same-age peers.

What subjects were tested in spring 2011?

Mathematics Grades 3-8 and 10
Reading Grades 3-8 and 10
Science Grades 4, 8, and 10

What types of test questions are on the CRT-Alt?

- Multiple-choice questions: Students choose the correct answer from four options. A student's score is determined by the level of support, or scaffolding, required to choose a correct response. Each student has an opportunity to first answer without assistance to assure the opportunity to get the highest score possible.
- Other questions may ask the students to categorize items, place items on charts, etc.
- All choices are in the form of pictures, words, numbers, or a combination of these. The test administrator can adapt these materials, such as enlarging the text, to help a student access the content on the test.

How are the CRT-Alt results used?

MontCAS CRT-Alt test results are used for the following purposes:

- to assist educators in planning improvements to curriculum and instruction
- to determine whether schools are helping their students meet the state content standards

Where can you find more information?

Where can you find more information: https://data.opi.mt.gov/opireportingcenter

OPI contact: Judy Snow, State Assessment Director, 406-444-3656, jsnow@mt.gov Name:GODFREY, AARONDate of Birth08/28/1996School:Demonstration School 1SASID:D08100007Grade:08System:Demonstration District A

Your student's performance level and score in each content area

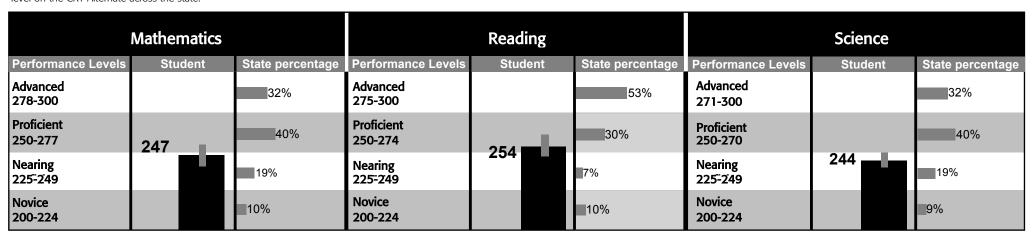
Display of scores and probable range of scores

In the figure below your students performance is displayed. For each subject, the left column lists the possible performance levels with the scores needed to achieve those levels. The center column is your student's performance where the black bar is their score and the small grey bar is the range of scores they might have achieved had they taken the test multiple times. The right hand column is the percentage of students that achieved each performance level on the CRT-Alternate across the state.

Example: Your child's -> 240



Range of likely scores if your child took the test many times



Your student's Mathematics Scaled Score is **247** which is at the **Nearing Proficiency Level.** Your student's possible range of scores is from 240 to 254.

The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of contentspecific performance indicators.

- arrives at correct answer with moderate prompting
- identifies and/or recognizes a map and measuring tools
- demonstrates solid number concept for 1:1 correspondence (consistently touch counts)
- can count single digits
- can add single digits
- recognizes and understands some operational symbols

(+, -, =), measurement symbols (in., cm, etc), and monetary symbols (\$)

- basic understanding of bar graphs and data
- can make general statements about a bar graph

Your student's Reading Scaled Score is **254** which is at the **Proficient Level.** Your student's possible range of scores is from 247 to 261.

The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content-specific performance indicators.

- arrives at correct answer with limited prompting
- has basic word recognition
- tracks while reading or being read to
- identifies basic words and recognizes some words in different contexts
- identifies a word/picture/symbol for content communication
- identifies title and basic parts (beginning, middle, and end) of a reading selection
- identifies main idea of a story and some supporting facts/details
- identifies purposes of various texts (i.e., dictionary, map)

Your student's Science Scaled Score is **244** which is at the **Nearing Proficiency Level.** Your student's possible range of scores is from 239 to 249.

The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of contentspecific performance indicators.

- can attend
- identifies correct answer out of two choices most of the time
- guess level performance
- limited understanding of content

Scores on Montana Content Standards

CRT-Alternate results are reported for Montana Content Standards in Mathematics, Reading, and Science to provide standard-specific information about the student's achievement. The results can be used to show the student's relative performance on the standards within a content area.

Mathematics	Total Possible Points	Points Earned by Your	Range of Points Earned by Students Who Have Achieved Proficiency in
1. Problem Solving	This standard is assessed within the frameworks of standard 2-7		
2. Numbers and Operations	16	4	7-15
3. Algebra	16 16	12 8	5-16 7-161
5. Measurement 6. Data Analysis, Statistics, and Probability	32	23	4-30
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Reading	Total Possible Points	Points Earned by Your	Range of Points Earned by Students Who Have Achieved Proficiency in
1. Students construct meaning as they comprehend, interpret, and respond to what they read.	44 40	34 31	28-43
2. Students apply a range of skills and strategies to read.			24-36
3. Students set goals, monitor, and evaluate their reading progress.	This standard is not measurable in a statewide assessment.		
4. Students select, read, and respond to print and nonprint material for a variety of purposes.	12	12	0-9
5. Students gather, analyze, synthesize. and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	4	4	1-4
Science	Total Possible Points	Points Earned by Your	Range of Points Earned by Students who have achieved proficiency in
1. Scientific Investigations	8	4	2-8
2. Physical Science	24	22	18-24
3. Life Science	32 40	16 25	17-31 26-40
4. Earth/Space Science	10	20	20 10
5. Impact on Society	Subscores are not reported for this standard.		
5. Historical Development	Subscores are not reported for this standard.		